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The building and sites problem; the building and equipment of the school plant; the system of health supervision; and the census, attendance, records, costs are discussed by Cubberley, Dresslar, Terman, and Elliott, respectively, and a number of suggestions are made. There is a great need for more school physicians and nurses, and more attention to the smaller but more common defects of school children. School reports should be more of a popularizing instrument of the school system. People are interested not only in each item of expenditure of their money used in the schools, but in the educational result secured.

*The Portland Survey* is published as "a textbook on school administration, based on a concrete study"; and one feels, the more one studies it, that it is a study of this impersonal type. While the investigation seems to have been a thorough one, considering the very limited time at the disposal of the surveyors, it is plain that the Portland system simply serves as an illustration for this enunciation of principles. While there is much adverse criticism of the Portland schools, and this side of the report is necessarily exaggerated in a short review, there are many points about the Portland schools to be commended. The social and economic condition, i.e., the large percentage of native-born population, the large proportion of men and small proportion of children, and the large per capita wealth, justify one in expecting an exceptionally good system of schools, and such a system the members of the survey staff are avowedly planning for Portland. It is granted to the present school officials that they are operating the school system in accordance with the aims that have been set up for them, with a considerable degree of success; but the aims are too narrow.

One of the most interesting features of the report is the recommendation for the establishment of intermediate or junior high schools. This is a means of conceding more to the pupil as an individual. Both Spaulding and Francis look upon such a scheme of reorganization as necessary, and with this, as with all of the other important recommendations included, the other members of the survey agree.

JOSEPH HENRY JOHNSTON

UNIVERSITY OF ILLINOIS

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*Moral Education.* By WILLIAM T. WHITNEY. Boston: Leroy Phillips, 1915. Pp. vi+108.

This book is a study of the home and school life of six hundred boys and six hundred girls from the fourth to the eighth grade of the elementary school over a period of five years. The object of the study was to determine the relation between religious training and deportment, and home training and deportment, and the effect of deportment upon scholarship. There was found to be a close correlation in each of these relations. As a supplement to this study, though not dealing with the same children, the author gives the results of a study of 500 elementary-school boys and 200 high-school boys

from the point of view of their occupational success after leaving school, showing unmistakably the value of the high-school training. While the results of these studies were doubtless to be expected, the investigation was thoroughly worth while and suggests a method which might well supplant the loose and unscientific methods which have usually been employed in discussion of the moral problems in school administration.

FRANKLIN W. JOHNSON

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*The Study of Literature.* By PAUL H. PEARSON. Chicago: A. C. McClurg & Co., 1915. \$1.25.

Professor Pearson's book is the outgrowth of his extended instruction of teachers of English in the University of Kansas and other institutions. He seems to have struck exactly a sane balance between a critical study and an appreciative study of masterpieces.

This contribution will be welcomed by teachers of English who find themselves confronted by a serious dilemma. If they allow their classes to "read literature as it should be read, for enjoyment" they face the danger of slipshod reading, producing for the pupils only a superficial knowledge of the story. On the other hand, if they compel classes to spend months on an English classic in minute analytical study of every detail, they most certainly kill the spontaneous interest in stories which characterizes children's earlier life. High-school pupils define a classic as "a book written in a dead language."

Professor Pearson sees that the sane approach for a class in English literature must be a compromise between these two extremes. With many concrete illustrations he explains how the analytical study may be made a constant help in giving high-school classes an illumined interpretation of the author's message. In short, if literature is to be studied at all, it is to be used as a means of establishing in the pupil's mind, not primarily a detailed knowledge of a few classics, but detailed knowledge of what constitutes any classic—what elements go to make up a great essay or drama or novel.

This admirable book will find its way into many a classroom in which instructors of methods are endeavoring to train teachers of the mother tongue. It will be of interest also to the general reader who desires a deeper insight into the charm and meaning of English literature.

R. L. LYMAN

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*Honesty.* By WILLIAM HEALY. Indianapolis: Bobbs-Merrill Co., 1915. Pp. 220. \$1.00.

The author has been director of the Juvenile Psychopathic Institute of Chicago for a number of years. As advisor of the Juvenile Court he has come in contact with a very large number of youthful delinquents and the experience thus gained furnished the background for his treatment of the specific type of